Literacy

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| Week beginning:10th January 2010 | Year: 2 | Teacher: RG/SY/AT/EK/MF | **Unit:** Information Texts  Unit 3- Read and respond to a range of texts and explore features |

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| **Objectives from framework:**  Draw together ideas and information from across a whole text, using simple signposts in the text  Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points | **Assessment:**  Guided Reading: **AF7** general features of a different text types identified.  **AF6** - simple statements about likes and dislikes in reading, sometimes with reasons.  Writing: **AF6** accurate use of question marks.  **AF7** adventurous word choices/use of new vocabulary. |

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|  | **Objective and teaching input** | **Differentiated Activities** | **EAL/G and T** |
| 1 | **Walt: investigate non-fiction books**  Show the class a fiction and non-fiction book. Briefly discuss what the children know about the two types.  Tell me what you know about these books?  How are these books different?  Pleanary: Create a table of the differences / similarities of features between fiction and non-fiction  **Success Criteria**:  Look carefully at each book.  What are the similarities?  What are the differences? | Have a variety of non-fiction and fiction books scattered around the classroom. In mixed ability pairs, children to discover what the difference is between fiction and non-fiction books. |  |
| 2 | **Walt: Pose questions and investigate non-fiction books.**  Ext group to library. See planning  Show the big book “Up a rainforest tree.” Do not read to the class. Distribute to each child several pieces of paper and pencil, children to write questions they would like to have answered about the rainforest. Choose a question and using criteria from below, model answering question. Introduce the ‘key words by identifying a key word from a child’s question and then locating the key word in the text.  Use contents pages/menus and alphabetically ordered texts, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries.  **Success criteria**:  Find the key words in each question.  Scan for key words in the text | Support: With CT, children to answer prepared questions using “Up a rainforest Tree”  Core: Using a selection of rainforest non-fiction books, carry on answring questions. Use Up a rainforest tree and include prepared questions too!  Ext: with TA  Ext group to choose individual subjects, create a list of questions, find books on the subject and answer their questions. | . |
| 3 | **Walt: identify key words**  Explain that a key word is a word that gives the most information in a sentence. Using IWB, discuss how to identify the key words in the sentences. Using scanned page of “Samuel Pepys, highlight the keywords.  **Success criteria**:  Find the key words in each question.  Scan for key words in the text. | Support: carry on on IWB highlighting the keywords (AT)  Core: Great Fire of London (p 8) Using photocopied sheets, highlight key words. As an extension, create a mindmap from highlighted words  Ext: From books selected yesterday, choose a topic within their book, make a mindmap with keywords (CT) |  |
| 4 | **Walt: Scan texts to find information**  My job is going to tell you everything I can about Toys for building from the past. Show a selection of books. Ask: Which books could I use ? What would help me find information (table of contents, subheadings pictures, keywords etc) Create a mindmap while gathering information  **Success Criteria:**  Use the features of non-fiction texts to help you gather information.  Table of contents  Glossary  Headings  Sub-headings  Key words  Pictures  Index | Support: Find out information about Nocturnal animals (Up a Rainforest Tree p16)  Core: Teacher chooses topic for children to research (ie dinosaurs, submarines etc)  Ext: Using the information collected from week, create a powerpoint page. )powerpoint to be taught in ICT) |  |

N.B. If possible try and fit a short 15min ‘ue’ phonics revision session in as 5th session to complete revision of all sounds learnt in Term 1. (pictures and words – IWB)

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| Week beginning: 17/1/11 | Year: 2 | Teacher: RG/SY/AT/EK/MF | **Unit:** Information Texts  Unit 3- Read and respond to a range of texts and explore features |

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| **Objectives from framework:**  2. Listen to talk by an adult, remember some specific points and identify what they have learned  9. Draw on knowledge and experience of texts in deciding and planning what and how to write  9. Select from different presentational features to suit particular writing purposes on paper and on screen | **Assessment:**  **AF2 – produce texts which are appropriate to task, reader and purpose**   * some basic purpose established, *e.g. main features of story, report* * some appropriate features of the given form used * some attempts to adopt appropriate style |

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|  | **Objective and teaching input** | **Differentiated Activities** | **EAL/G and T** |
| 1 | **WALT: Make simple notes from non-fiction texts, for example key words and phrases**  The class to mindmap ‘Chinese New Year’ for different headings for a class non fiction book on ‘Chinese New Year’.  CT to model making notes on ‘Fireworks’. Show how you can use a spider diagram/ bullet points. Model how to scan for keywords and then use these to make notes.  Success criteria:  Identify key words  Use your own words | Extension Group: Choose a title for their page on Chinese New Year and make notes in a method that suits their learning style for their page.  Core Group: In pairs, chn to choose a title for their page on Chinese New Year and make notes in a method that suits their learning style for their page.  Support Group: As a group chn to work on a page on ‘food’. Give chn photocopied information related to food from books/internet pages. Give each child a type of food and ask them to scan for keywords related to their chosen topic. Chn to make notes in a method that suits their learning style for their page. |  |
| 2 | **WALT: Make simple notes from non-fiction texts, for example key words and phrases.**  Introduce labelled pictures and diagrams, charts, lists in non fiction books. Discuss their use. Can we think of any ideas of how we could include these features into our page on Chinese New Year?  Continue with yesterday’s lesson  Success Criteria:  Identify key words  Consider how to illustrate your work | Chn to continue from yesterday.  CT to discuss with chn how they can integrate pictures/tables/diagrams into their page of information. Chn to choose what medium they would like to use to best display this – own drawings/photographs/google images. |  |
| 3 | **WALT: write a page of a non fiction book.**  Discuss the features of non fiction texts. CT to model how to write a page of a non fiction book on ‘fireworks’. ‘*What will i need to write first on my page?’’Where would I insert a diagram/list?’ ‘What information do I want to include on my page?’*  Success Criteria  Use your notes to write the information  Consider how to lay out your work. | In groups/pairs/individually (see Monday’s differentiated activities) chn to write their page on the Chinese New Year non-fiction book. |  |
| 4 | **WALT: write a page of a non fiction book.**  Look at chn’s work so far. Have we included different features of non fiction texts. What do we like/could we do better? In pairs chn to read each other’s work so far and evaluate their work for pictures/diagrams, written in own words, titles/sub titles. Chn to suggest a wish (improvement) for their partner’s work.  Success criteria:  Use your notes to write the information  Consider how to lay out your work. | In groups/pairs/individually (see Monday’s differentiated activities) chn to write their page on the Chinese New Year non-fiction book. |  |

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| Week beginning: 23rd January 2011 | Year: 2 | Teacher: EK MF RG AT SY | **Unit:** Nonfiction texts |

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| **Objectives from framework:** | **Assessment:** |

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|  | **Objective and teaching input** | **Differentiated Activities** | **EAL/G and T** |
| 1 | Discuss all the features of nonfiction books e.g. front page, back page, contents page, glossary, index etc. | Amongst the class share out the different features. Chn to decide how they want to present and design their book and choose how they would like to produce it – ict/writing. |  |
| **Success Criteria**  Remember to include all the features of nonfiction texts. |
| 2 | Talk about the use of a dictionary. *Why we do we use one? What can it help us with?* Discuss the layout of a dictionary. *What order do the words go in?* | Chn to have a selection of words that they write a definititon for and then put into alphabetical order in theihr own dictionary. |  |
| **Success Criteria**  Put the words into alphabetical order.  Explain each word. |

N.B. Lesson 3 - SWST test